

# The SEL Interactive Read Aloud Collection

## Tulare County Office of Education

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### Mango, Abuela, and Me by Meg Medina

SEL Competencies:

**Self-Awareness:** Recognizing and understanding one's own emotions, strengths, and limitations.

**Self-Management:** Managing one's emotions and behaviors, especially during changes and challenges.

**Social Awareness:** Understanding and empathizing with others' emotions, backgrounds, and cultures.

**Relationship Skills:** Building positive relationships based on communication, respect, and empathy.

**Responsible Decision-Making:** Making decisions that contribute to positive relationships and cultural understanding.

#### Background

*Mango, Abuela, and Me* by Meg Medina is a heartwarming story about a young girl named Mia and her relationship with her grandmother, Abuela. Mia and Abuela face the challenge of connecting across cultural and language differences. While Mia speaks English, her Abuela only speaks Spanish, which initially creates a barrier between them. The story follows their journey as Mia learns Spanish and develops a deep bond with her grandmother through their shared experiences. With the help of a special mango tree, Mia and Abuela discover the power of language, love, and family, and they learn how to communicate in ways that strengthen their relationship despite their differences.

This book explores themes of family, cultural identity, and overcoming challenges together. It highlights the importance of empathy, understanding, and building connections across generational and cultural divides.

#### Before You Read

**What do you think this book might be about, based on the title *Mango, Abuela, and Me*?** (Encourages students to think about relationships, culture, and family connections.)

**Do you have a family member who speaks a different language? How does that make you feel?** (Helps students reflect on their own experiences with language and family.)

**What do you think the role of the mango tree might be in this story?** (Encourages students to make predictions and think about symbolism.)

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	<p><b>Have you ever had trouble communicating with someone? How did you work through that?</b> (Prepares students to think about the challenges of communication and how to overcome them.)</p> <p><b>How do you think Mia and her Abuela might feel about their relationship, given that they speak different languages?</b> (Helps students empathize with the characters' challenges.)</p>
<p><b>While You Read</b></p> <p><b>Guiding Questions</b></p>	<p><b>How does Mia feel when she first tries to communicate with Abuela? What emotions do you think she might be experiencing?</b> (SEL Competency: Self-Awareness – Understanding Mia’s feelings of frustration or confusion.)</p> <p><b>Why do you think Mia’s Abuela speaks only Spanish? How might Mia feel about this?</b> (SEL Competency: Social Awareness – Understanding the cultural background and perspective of Abuela.)</p> <p><b>What does Mia do to try and communicate with Abuela? How does she start to feel better about the situation?</b> (SEL Competency: Self-Management – Reflecting on how Mia works through her frustration and begins to feel empowered.)</p> <p><b>What role does the mango tree play in Mia and Abuela’s relationship? Why do you think the author chose a mango tree?</b> (SEL Competency: Relationship Skills – Discussing how the mango tree symbolizes their connection and shared experiences.)</p> <p><b>How does Mia’s relationship with her Abuela change as she starts learning Spanish? What do you think Mia learns through this process?</b> (SEL Competency: Self-Awareness – Reflecting on Mia’s growth in understanding herself and her family.)</p> <p><b>What emotions does Mia experience as she starts to feel closer to her Abuela? How does she manage those feelings?</b> (SEL Competency: Self-Management – Learning how to manage positive emotions like joy and closeness.)</p> <p><b>How does the story show that love and patience can help overcome challenges?</b> (SEL Competency: Responsible Decision-Making – Understanding how relationships and patience help overcome difficulties.)</p>

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	<p><b>Why do you think Mia feels proud when she is able to speak Spanish with her Abuela? What does this say about her growth?</b> (SEL Competency: Self-Awareness – Recognizing personal growth and accomplishments in overcoming challenges.)</p> <p><b>In what ways does Mia's Abuela show love for her? How does this help Mia feel more connected to her?</b> (SEL Competency: Relationship Skills – Building empathy and understanding through actions of love and care.)</p> <p><b>By the end of the story, how do Mia and Abuela's relationship change? What have they learned about each other?</b> (SEL Competency: Relationship Skills – Developing stronger relationships based on empathy and communication.)</p>
After Reading	<p><b>K-2 Activity: "Family Connection Tree"</b></p> <p><b>Objective:</b> To help students reflect on their own family relationships and cultural backgrounds.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• Large sheet of paper</li><li>• Markers, crayons, or colored pencils</li><li>• Construction paper (for leaves)</li><li>• Scissors (optional)</li></ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"><li>1. <b>Discussion:</b> After reading, discuss the relationship between Mia and her Abuela and how they were able to connect by learning about each other's culture and language.</li><li>2. <b>Create the Tree:</b> Have students draw a large tree with branches on a piece of paper. On the leaves, students can write or draw pictures of something that connects them to their family or culture.</li><li>3. <b>Reflection:</b> Students will share their family connection trees with the class, explaining the connections they have to their families and how they feel about those connections.</li></ol> <hr/>

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### 3-5 Activity: "Language and Culture Sharing"

**Objective:** To help students understand and appreciate different languages and cultures in their classroom.

**Materials:**

- Paper
- Markers or colored pencils

**Instructions:**

1. **Discussion:** After reading, talk about how Mia learned to speak Spanish to connect with her Abuela. Discuss the importance of learning about other languages and cultures to build better relationships.
  2. **Sharing:** Ask each student to think about a word or phrase from their family's culture or language that is important to them (this can be a word they hear at home, a favorite family expression, etc.). Have them write the word or phrase and its meaning on a piece of paper.
  3. **Cultural Exchange:** In a circle, students will share their word or phrase with the class and explain its significance. Encourage students to listen respectfully and ask questions to learn about each other's cultures.
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### 6-8 Activity: "Understanding Cultural Identity"

**Objective:** To explore the concept of cultural identity and how it shapes our relationships with others.

**Materials:**

- Paper
- Pencils, markers, or pens

**Instructions:**

1. **Discussion:** After reading, have a class discussion about cultural identity and how Mia's experience with her Abuela helped her connect with her family's culture. Discuss how culture shapes who we are and how we connect with others.
2. **Reflection Journal:** Ask students to write a reflection on their own cultural identity. They should consider questions like:

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	<ul style="list-style-type: none"><li>○ What part of your culture is important to you?</li><li>○ How does your culture shape your relationships with others?</li><li>○ Do you speak another language at home or have any family traditions that are important to you?</li></ul> <p>3. <b>Class Discussion:</b> After writing, students can share their reflections with a partner or in small groups. Discuss how understanding our own culture can help us appreciate others' cultures and build stronger, more empathetic relationships.</p>
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